

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM (UPIPS)

**Sample**

**Program Improvement Plan for Areas of Needed Improvement**

**LEA: USOE**

**LEA Contact: Brenda Millo**

**Date Submitted: June 26, 2008**

**USOE TA: Glenna Gallo**

Program Areas: General Supervision  
Parent Involvement  
FAPE in the LRE  
Transition  
Disproportionality

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Program Area	APR Indicator (if applicable)	Goal(s)	Action Step(s)	Timeline (plan should cover 5 years)	Evaluation Method
GENERAL SUPERVISION	11, 15-20				
		1. There is a need for better training of paraprofessionals. The special education teacher in the school provides the majority of the training opportunities. Many times the training is not sufficient for the paraprofessionals to feel adequate with their assignments.	a. Develop a Paraprofessional Handbook. b. Provide handbook to each paraprofessional. c. Provide training to each paraprofessional using the handbook d. Evaluate training efforts.	June 30, 2009	Manual. Attendance logs. Evaluation results.
	11, 15	2. There is a need for training on the new IDEA 2004 requirements district-	a. Collect information that will change. b. Create and disseminate a	August 2008 and ongoing	Updated manual. Attendance logs.

		wide.	new handbook with revised and new procedures. c. Train all special education staff annually on changes.		
PARENT INVOLVMENT	8				
	8	1. Some parents feel overwhelmed at IEP meetings with so many professionals sitting around the table and are hesitant to voice their opinion or concerns.	a. Provide training for parents on the IEP process.	December 2008 and March 2009	Parent and teacher survey results
	8	2. Some parents are not satisfied with the level and extent of service being provided.	a. Begin bi-monthly parent meetings so that parents can freely discuss concerns with district personnel. b. Contact parents and hold IEP meetings c. Discuss this issue with special education teachers and school administrators to see which issues can be resolved at the school level	August 2008	Parent communication, phone logs
	8	3. More training for parents is needed.	a. Send a survey to parents of students with disabilities to determine which type of training is needed. b. begin to schedule and hold trainings for parents.	December 2008	Records of trainings; attendance lists; pre- and post-surveys
FAPE IN THE LRE	1-3, 5-7				
		1. More training is needed to help teachers become proficient with evaluation tools used in assessment.	a. Provide monthly assessment training for special education special education teachers.	August 2008 and ongoing for each year	File review data. Teacher survey results.

TRANSITION	(12-14)				
	<b>14 – improve outcomes</b>	<b>1.</b> Older students need more training in self-determination and self-advocacy.	a. Panel of adults with disabilities discussing need for self-advocacy, self-determination. b. Self-determination curriculum imbedded in LA coursework.	August 2008 and ongoing for each year	Student participation at panel presentation; student response paper ; sample lesson plan
	<b>13-14</b>	<b>2.</b> Students and parents need more training and a better understanding about services and helping agencies for adult-based programs.	a. Provide training to special education staff on determination of needed post-secondary services by individual students. b. Collaborate with local adult service agency representatives to hold agency fair for students and parents at high school.	August 2008 and ongoing for each year	Records of trainings; attendance lists; pre- and post-surveys at agency fair.
DISPROPORTIONALITY	9-10				
		1. None			